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ABSTRACT

A project was conducted to develop a technical assistance package to assist state and local policy agencies and schools in needs assessment and planning projects as outlined in the Indiana State Plan for vocational education. Of top priority is the development of instrumentation and a system indicating in measurable terms the job requirements specified by potential employers for which vocational education must provide training. Procedures for accomplishing these goals included development of (1) a philosophy for vocational education program planning, (2) an instruction program for assessment and planning seminars, (3) guidelines for local planning, and (4) a sample fact sheet for area data from a region profile. After consultation with local directors and information analysis in other states, guidelines were prepared, evaluated, and redesigned. Evaluation of the project was based on findings of previously conducted surveys, and procedural validity was judged by local agencies. It is recommended that material included in three appendixes (manuscript for Vocational Education Program Planning, guidelines for local planning, and a sample planning fact sheet) be distributed for statewide use to provide a uniform program development system. (MN)

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FINAL REPORT

CONTINUATION OF ASSESSMENT AND PLANNING

Roger Jessup
Director

Project No. 268-78-III-1

Mississinewa Community School Corporation
424 West Main Street
Gas City, Indiana

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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December 31, 1979

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Project population

Groups	Numbers of persons: Impacted by project	Conducting or giving input
students		
secondary	58,000	0
postsecondary	43,000	0
adult	59,000	0
school personnel		
secondary	15	5
postsecondary	10	2
adult	8	2
other		
teacher educators	5	2
employers	28	6
employees	100	10
other:_____		
special needs		
disadvantaged	x	x
handicapped	x	x
migrant		
minority		
limited English proficiency		
other:_____	x	x

III. STATEMENT OF OBJECTIVES

1. To provide technical assistance to State and local planning agencies and schools and institutions with special emphasis on communications and needs assessment.
2. To develop a technical assistance package that could be disseminated to local schools who are doing local needs assessments and local planning projects using the needs assessment information from the previous project.
3. To assist in State, regional, and local conferences on planning and needs assessment upon request.
4. To assist upon request of the State Board, the Department of Public Instruction, and the Commission for Higher Education Staffs in needs assessment activities as outlined in the State Plan.

IV. STATEMENT OF PROBLEM

The Indiana State Plan, in compliance with the Education Amendments of 1976, Public Law 94-482, requires that funds be distributed to eligible recipients on the basis of annual applications which--

have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and indicate how, and to what extent, the program proposed in the application will meet such needs, and (ii) describe how the findings of any

evaluations of programs operated by such applicant during previous years, including those required by this Act, have been used to develop the program proposed in the application,

describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the comprehensive coordinated approach to meeting the vocational education and training needs of the area or community and

describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area or community which are supported by State and local funds.

The needs assessment procedure would be used to accumulate data to validated program design for the development of annual applications and implementation of local or regional planning in vocational education.

Planning should be continuous, evolving, and dynamic. If planning is conceived as a rigid, unswerving plotting of all future activities, it is doomed to failure at the outset. Planners must predict and project, based upon the most valid and comperhensive data available. Although the plan attempts to foresee the effects of indicated actions, allowances must

IV. STATEMENT OF PROBLEM (Continued)

be made for the variables and unknowns which will inevitably affect the anticipated outcomes.

It is envisioned that such procedure will facilitate in working toward completion of the area vocational education concept by providing technical assistance to districts not presently functioning on an area basis and facilitate others.

With the new thrust of the Federal Legislation in the areas of local planning, needs assessment, and state wide needs assessment and planning, the Area VI project, with an existing wealth of information to assist eligible recipients, was directed to further refine and develop a working model for designing a systematic approach to problem solving in the planning process.

V. PRIORITY AREA

In looking for new ways to improve the vocational education delivery system in Indiana, the Indiana Research Coordinating Unit was looking for a way to provide accurate data which yields meaningful information for program development and could be adapted to a system that was uniform statewide but yet meets local needs. In the process of providing the learners with skills, knowledge and attitudes so they may live and produce in our society when they legally exit from our educational system, the potential employer must specify in measurable terms the job requirements and the schools must provide this

V. PRIORITY AREA (Continued)

finished product according to such specifications. Thus, it is priority to develop instrumentation and a system which indicates such requirements and provides the information to build educational programs to produce the desired results. The needs assessment procedure, as adapted to vocational education in the initial project, is designed to accomplish that end. Continuation of this concept developed a working model for designing a systematic approach to problem solving in the planning process.

VI. STRATEGIES

The following procedures were used to accomplish stated objectives:

A. General design of the study

1. Manuscript for the philosophy for Vocational Education Program Planning. (Appendix A)

2. The instruction program for assessment and planning seminars was evaluated and to be re-developed.

B. Instrumentation

1. The guidelines for local planning were developed after consultation with local and state administrators. (Appendix B)

2. A sample fact sheet developed for area data from a Region profile. (Appendix C)

VII. ANALYSIS PROCEDURES

After gleaning data from the information center and consultation with the Planning section of the State Board of Vocational and Technical Education office, the philosophical basis for planning was written. Upon further consultation with local directors and information analysis in other States, guidelines for local planners was prepared, evaluated and re-designed.

VIII. FINDINGS

It is the opinion of the project director that a model design for program planning is essential to uniformity in statewide equal educational opportunity. Further that guidelines are most useful to planning and essential to quality vocational education.

A. In the evaluation and re-evaluation of information used in local planning, findings indicate that limited staff, coupled with insufficient data severely limit the planning process.

   It is the opinion of this researcher that help offered on a consultant basis, using procedural guidelines is most welcome. (Objective 2 & 3) Explained need, useable guidelines, and factual information and data demonstrated as an improved procedure in planning for program improvement. (Objective 1)

IX. EVALUATION

Evaluation, per se, was based on the findings of previously conducted surveys. Validity of procedure was based upon acceptance and utility value as judged by local agencies. Lengthy, time consuming and costly procedures were rejected for a more feasible alternate model which is an abrieviated, concise outlined procedure to provide the best possible information for decision making in the planning process.

An on-going evaluation of this project should serve to improve effectiveness and produce the desired outcomes for assessment and planning as a tool to improved program planning.

X. CONCLUSIONS AND RECOMMENDATIONS

The guidelines developed for cooperating local education agencies in this research project can be utilized to facilitate planning and program development. Referring to the Appendix B procedural model which outlines the design for such system adapted to the local level can be distributed for statewide use to provide a uniform system of program development.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING December 31, 1979
(Date)

Project No. 268-78-III-1

ITEMS	Project Budget FY 1978-79		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		$20,240.00		$20,240.00		$ .00
2. Contractual services		4,930.00		4,484.75		445.25
3. Employee benefits		1,500.00		969.45		530.55
4. Travel		1,500.00		1,600.96		-100.96
5. Supplies and materials		50.00		41.60		8.40
6. Communications (include phone call, printing)		360.00		364.08		-4.08
7. Properties (rentals or purchase of equipment)		.00		.00		.00
8. Facilities		1,800.00		1,800.00		.00
9. Product production and dissemination		100.00		100.00		.00
10. Project Evaluation		50.00		.00		50.00
B. INDIRECT EXPENDITURES	$3,100.00					
C. TOTAL EXPENDITURES		$30,530.00		$29,600.84		$ 929.16*

Fiscal Agent/Director: Roger L. Jessup, Director

Institution/Agency Name: Mississinewa Community Schools

*Refund this amount to the State Board of Vocational and Technical Education

APPENDIX A

VOCATIONAL EDUCATION PROGRAM PLANNING

It is often said that if you don't know where you want to go, any route will get you there, even though you probably won't know when you have arrived. Take the case of the airline pilot who announced to his passengers over the public-address system, "I've got some good news and some bad news. First the bad news: We're lost! Now for the good news: We're making very good time!"

Needless to say, the successful pilots of airliners and the Captains of ships use maps and various tools to plan their routes so as to ensure their arrival at a predetermined destination quickly, safely, and as economically as possible. In a like manner, vocational education administrators at all levels must understand and utilize effectively the tools and techniques of educational program planning. Without effective-planning, this predetermined legislative goal of providing "persons of all ages.... vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training" is not likely to be achieved.[1]

One state director of vocational education describes the role of the local administrator in planning this way, "Perhaps the most important work that an administrator does is to plan for the future. If planning is well done, then the execution of the program can be accomplished with a minimum of problems. Probably what is more important is that the program will meet the needs that the administrator has perceived."[2]

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[1]Public Law 94-482, U.S. Congress, October 12, 1976, Sec. 101

[2]Local Educational Agency Vocational Education Program Planning Guide. (Charleston, WV: Bureau of Vocational, Technical, and Adult Education, undated), p.1.

The word "planning" means different things to different people, generally some positive (who can be against it) and some negative (who's got time for it). Planning may be defined simply as the intentional, rational process of devising a future course of action. Planning is nothing more than preparing for the future, whatever form that preparation takes. All individuals who survive for any length of time do it. The real question is how well do we plan.

In education, a plan is a projection of what needs to be accomplished in order to reach valid educational goals. The plan becomes a "map" of action for guiding our efforts and our money toward relevant success. The allocation of our always limited educational resources to achieve desirable goals necessitates a logical, data-based, and systematic planning effort. In his book on Educational System Planning, Roger Kaufman (1972) makes the point well when he says: "Planning, and the commitment to planning before taking action, can prevent us educators from putting the cart before the horse by deciding how we are going to do something before we know what should be done."[3]

Campbell and Gregg (1957) state:

> The importance of planning in all kinds of organizational effort is commonly recognized. Without planning there can be little intelligent direction or activity. The activity will be largely meaningless and ineffectual. It is through planning that purposes are established and that coordinated means for accomplishing the purposes are developed. Planning is an essential component of the administrative process.[4]

Educational planning then, is a rational and purposeful process in

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[3] Roger a Kaufman, Educational System Planning. (Englewood Cliffs, NY: Prentice-Hall, Inc.), p. 6.

[4] Ronald F. Campbell and Russell T. Gregg, Administrative Behavior in Education. (New York, NY: Harper and Row, 1957), p. 281.

which one engages to achieve some desirable education goals. It is a systematic process which, when properly carried out, can help vocational administrators organize and coordinate their efforts to decide what should be done, and how it can be done most effectively and efficiently.

Legislative Requirements for Planning in Vocational Education

Vocational education is that portion of secondary, post-secondary, and adult education which is designed to prepare students with the skills, knowledge, and attitudes necessary to enter and advance in the world of gainful employment. Planning for vocational education is the art of preparing how to provide the necessary and relevant training experiences that will be needed by tomorrow's students. Planning how is an essential prerequisite to the effective and efficient operation and management of future vocational programs.

It is not only logical to carefully plan vocational education programs but planning is required by law at the national, state, and local levels by the Education Amendments of 1976 (P.L. 94-482). These amendments to the Vocational Education Act of 1963 state in part:

> EDUCATION AMENDMENTS OF 1976
> Sec. 106 states "that funds will be distributed to eligible recipients (local educational agencies) on the basis of annual application which--
>
> (a) have been developed in consultation (1) with representatives of the educational and training resources available in the area to be served by the applicant and (2) with the local advisory council required to be established by this Act to assist such recipients,
>
> (b) describe the vocational education needs of potential students in the area or community served by the applicants and indicate how, and to what extent, the program proposed in the application will meet such needs...
>
> Sec. 107 of the Act states that each state desiring to receive funds must submit a five year State Plan to the U.S. Commissioner of Education in 1977 and each fifth fiscal year thereafter. And Sec. 108 of the law says that "any state desiring to receive funds under this Act shall submit to the Commissioner an annual program plan and accountability report..."

It is clear that local applications for federal funds for vocational education will need to meet at least four basic criteria:

- be developed in consultation with representatives of local education and training agencies
- be developed in consultation with a local vocational education advisory council
- describe the needs of potential students in the area or community
- explain how the proposed programs will meet these needs

Role of the Local Administrator and Other Personnel

The role of the local administrator in the vocational education program planning process can perhaps best be explained by citing portions of a 1977 memorandum sent by Mr. Walter Ulrich, State Director of Vocational Education in Utah, to "Presidents of Schools: High School Principals; and Local Directors of Vocational Education." The subject was "Instructions for Preparing a Local Plan for Vocational Education."

> Enclosed is a copy of "Instructions for Preparing a Plan for Vocational Education." As has been the case in prior years, a "Plan" will be a prerequisite for all schools, districts, institutions or other local education agencies that anticipate requesting federal financial assistance under the provisions of the Vocational Education Amendments of 1976 (P.L. 94-482).
>
> The information required this year is similar to previous years, although the approach has been modified as follows:
>
> The Plan for Vocational Education shall be:
>
> - designed for five-year use (1977-1982) with annual updating of goals and objectives
> - designed as a basis for planning and be utilized as a management tool
> - designed as a basis for educational accountability or evaluation of the vocational education system
> - approved by the local board of education

Explanatory materials sent along with the memo indicated that the goal of the State Department through the planning required is to promote and assist with the development of quality occupational education programs at the local level. To guide local level planners in reaching the "quality programs" goal, the following first and second priority goals for vocational education in Utah were established:

A. First Priority Goals

1. Compliance with the Vocational Education Amendments of 1976 (P.L. 94-482).
2. Occupational programs offered should be realistic in terms of current and projected manpower needs.
3. The needs of all students (including target populations) desiring vocational training should be adequately met by occupational programs.
4. The total education of students desiring occupational training should be an articulated effort from secondary, post-secondary through adult education.
5. Adequate ancillary services (guidance, placement, follow-up student organizations, etc.) should be provided by local programs for vocational education.
6. Vocational education should adequately equip students with job entry skills required to enter the world of work.

B. Second Priority Goals

7. Program planning should be adequate enough to ensure that vocational-occupational programs are appropriate.
8. Adequate facilities should be available for the vocational-occupational programs being offered.
9. Staff qualification should be appropriate for vocational-occupational areas taught.
10. Community resources should be utilized in planning and implementing local programs of vocational-occupational education.

This memo is not unlike those received annually by all local administrators of vocational education. While the specific procedures and forms to be used vary somewhat from state to state, the requirement for comprehensive planning is common to all.

The development of a comprehensive local plan for vocational education requires considerable data collection and analysis as a basis for making sound program planning decisions. Local administrators annually are faced with numerous key questions or decisions when in the process of developing the local plan. Among these are:

- What are the students' needs and interests with regard to vocational education?
- What are the area and community manpower and labor market needs?
- What existing programs should be modified or eliminated?
- What new programs, if any, should be offered?
- What students and/or groups of students should be served by the vocational programs?
- What supportive or ancillary services need to be provided?
- How will these programs and services be financed?

One of the keys to developing a sound local plan for vocational education is to involve responsible and concerned persons in the process. The principle of involving those persons in the planning process who will be affected by the program outcomes and who will be responsible for implementing the plans conceived, should be strongly adhered to. While the local boards of trustees and boards of education are legally responsible for the operation of the schools, it should be expected that board members will instruct the president, superintendent, director, or other appropriate official to take responsibility for the development of these plans. This planning cannot be legally nor effectively done by one person or group alone. Success depends upon involving the appropriate persons at the right times in the process.

The legislative requirement and past experience suggests that a minimum of two committees should be appointed or assigned to help the local administrator in the development of the local plan. One committee might be identified as a staff planning committee and the other would be the existing or a newly appointed local vocational education advisory council.

The staff planning committee would be composed mostly or entirely of educators. The members would include the dean or director of instruction, department chairpersons and/or vocational teachers representing the various occupational areas, vocational guidance counselors, program supervisors, and other educators, both general and vocational, as appropriate. In addition to the regular members of the staff planning committee, other members of the college or school staff should be called upon to provide inputs as needed. The functions of this committee are to gather, review, and synthesize data on manpower and student needs, to seek and provide consultative services as needed, and to coordinate the various aspects of plan development including the development of priorities and the completion of all required forms.

The second committee that should be actively involved in the local plan development and review process is the local vocational education advisory council. For the first time in vocational education legislation, the Education amendments of 1976 explicitly state that:

> EDUCATION AMENDMENTS OF 1976
> ...Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs.
>
> Section 105 (g) (1)
> Public Law 94-482

As cited earlier, Sec. 106 of the law states specifically that the annual application must be developed in consultation with this local advisory council. Membership on this council is to include members of the general public, including representatives of business, industry, and labor. Interested parents and students, representatives of local employment agencies, the chamber of commerce, and other concerned community organizations and agencies should also be considered as council members. Normally these councils are expected to represent the total vocational education program as opposed to the more specific advisory committee, which usually represents one occupational program or vocational service area. This council should advise the staff planning committee, the administration, and the local board on such matters as the local employment situation, student needs and interests, program and support service priorities, and the vocational education needs of the community. This broadly based council can provide a more balanced view of overall program needs than can committees representing specific occupational areas. The council, however, should seek and utilize input concerned with program needs, relevance, etc., from the various occupational committees. This council, if appropriately involved in the planning process, can do much to provide community support for the plan that is developed. This support often becomes a very critical need, especially when the plan calls for additional financial support in the way of a new tax levy or bond issue.[5]

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[5]For more information on local advisory councils, you may wish to refer to The Center's administrator module entitled, Organize and Work with a Local Vocational Education Advisory Council. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977).

The cooperative efforts of these committees and the local administrator should result in a comprehensive, realistic, and defensible plan for vocational education for the community. The plan should be submitted to the president or superintendent for his review and/or board approval, before it is forwarded to the state or regional vocational education office.

A Vocational Education Program Planning Model

By now it should be apparent that the local vocational program planning process is a very important, complex, and involved process that must be conducted annually. Effective planning entails the development and use of a continuous source of student data, manpower data, and evaluation data on which important program planning decisions can be based.

The educational planning process can be and has been outlined in many different ways.[6] Any comprehensive planning process, however, may be described basically as a problem solving approach. In vocational education, comprehensive planning involves the use of a logical and systematic procedure to answer planning questions such as: What are the student and manpower needs of our community or area? What programs and services should our college or school provide to meet these needs? How will we monitor the process and know whether we are achieving our goals? The result of a well conducted comprehensive planning process should be the design, implementation, and evaluation of vocational education programs that meet the identified needs and goals.

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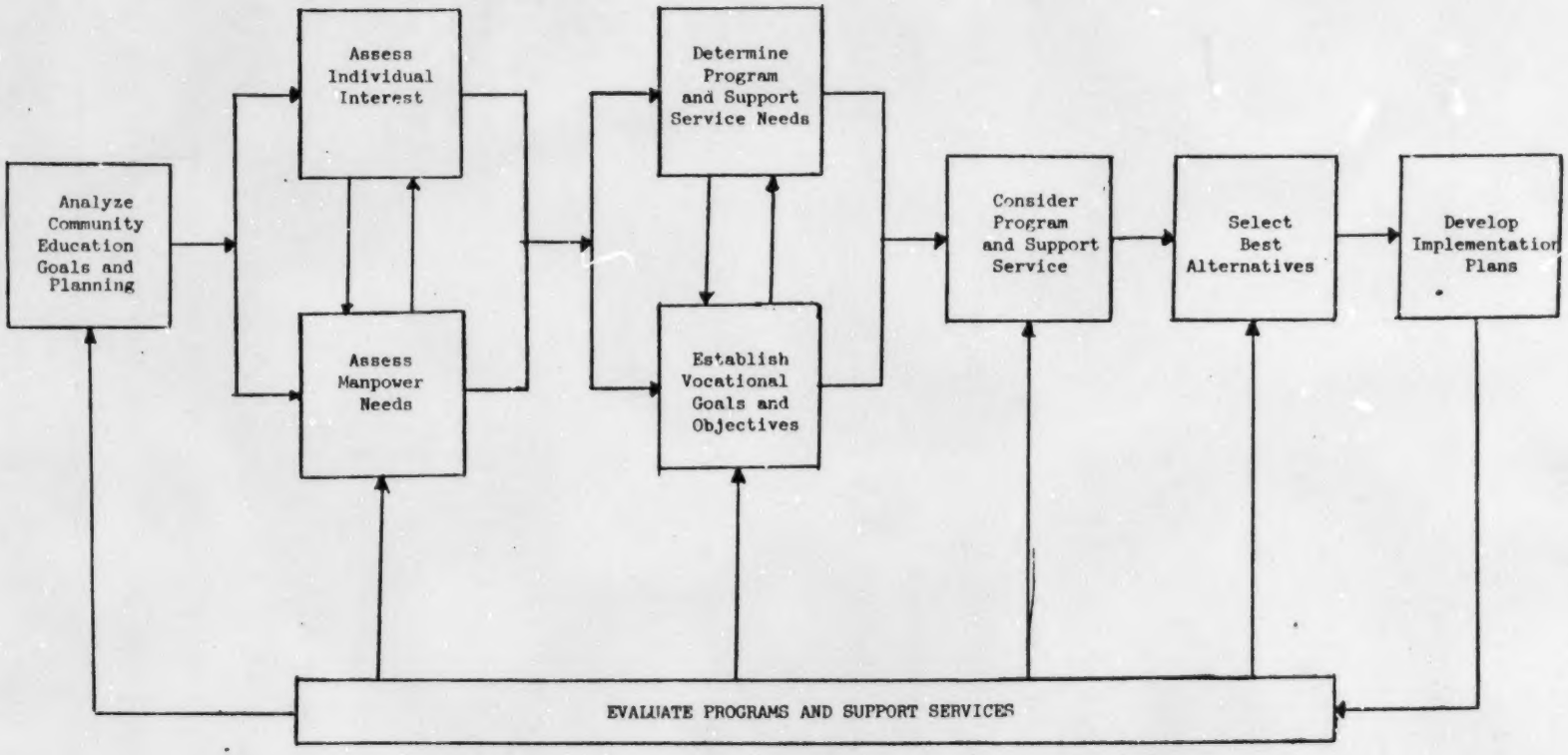
[6] See, for example, Needs Assessment in Education, No. 3 in a Series of Handbooks on Comprehensive Planning for Local Education Districts. (Trenton, NJ: Department of Education, 1974).

Figure 1

VOCATIONAL EDUCATION PROGRAM PLANNING MODEL


Analyze Community Education Goals and Planning
Assess Individual Interest
Assess Manpower Needs
Determine Program and Support Service Needs
Establish Vocational Goals and Objectives
Consider Program and Support Service
Select Best Alternatives
Develop Implementation Plans
EVALUATE PROGRAMS AND SUPPORT SERVICES

A suggested comprehensive Vocational Education Program Planning Model is presented in Figure 1. An overview of each of the general steps depicted follows. The Planning model presented, whether followed in whole or only in part, can help give you direction for organizing and conducting a planning effort that will serve to improve and strengthen your local vocational education program.[7]

An Overview

This section provides only a general explanation of the suggested steps in the vocational planning process, and their interrelationships.

Step 1 - Analyze the General Education Goals and Community Planning Base.--A vocational education program obviously cannot and should not operate in isolation from the community or area which it is intended to serve, nor should it operate apart from the total educational system of which vocational education is generally a subsystem. This important step in the vocational planning process therefore involves carefully reviewing the educational philosophy and goals of the overall educational system, and analyzing the values, expectations, and resources of the community for their implications for vocational programs.

Step 2 - Assess Individual Needs and Interests.--This step in the planning model is concerned primarily with determining the vocational training needs and interests of present and prospective students. In most institutions, this assessment will also include determining the training interests and needs of adults in the area served by the college or school district. At the secondary level, parental preferences are

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[7]For information on a systems model for planning statewide programs of vocational education, you may wish to read Jim W. Attebery et al., Improving Vocational Education Planning: More Myth than Reality? (Columbia, MO: University of Missouri, 1977).

also commonly surveyed.

Step 3 - Assess Manpower Needs.--This step involves making a careful determination of the present and likely future manpower supply and demand situation. A variety of techniques are commonly used at this stage of the planning cycle to assess current job openings, projected job openings, workforce mobility, and the economic outlook for the area in order to determine the number and kind of employment opportunities that will be available for program graduates. The various sources of manpower supply are also studied.

Step 4 - Determine Program and Support Service Needs.--This step in the planning cycle is concerned with analyzing the data available or collected on individual needs and manpower needs in order to determine what changes, if any, are needed in the existing vocational programs, and to ascertiain what new programs or support services, if any, are needed.

Step 5 - Establish Vocational Goals/Objectives.--Once the individual needs and manpower needs have been clearly established and program and support service changes or needs have been determined, appropriate goals and/or objectives should be established at this point in the process. These goals and objectives should help make clear the specific intent of the new or modified programs and/or support services to be provided.

Step 6 - Consider Program and Support Service Alternatives.--This step involves the generation of as many alternative methods of achieving the established vocational goals as possible. These alternative methods need to be analyzed in terms of their cost, political feasibility, and likely effectiveness in meeting the identified student and manpower needs.

Step 7 - Select the Best Alternatives.--This is basically a decision-

making step in which the appropriate persons (advisory council members, staff planning committee, administrators) consider all of the available data regarding the alternatives proposed in the previous step, and recommend and/or select the best ones. At this stage of the process, the resources available and other criteria that will permit the adequate justification of the decisions made must be carefully weighed.

Step 8 - Develop Implementation Plans.--Once the best alternatives have been selected, a plan for making the desired programs and support services operational, including time schedules, staffing requirements, management procedures, program budgets, and the designation of persons who will be responsible for each activity, should be developed. At this stage of the planning process, the staff planning committee and administration will normally prepare and submit the proposed plan to the board of trustees or the board of education, and upon approval, to the state department of education.

Step 9 - Evaluate Programs and Services.--Another important and essential component of any comprehensive vocational planning process involves plans for conducting both formative and summative evaluation of the programs and services provided. This type of evaluation, which can take many forms, is necessary so as to obtain useful feedback for program improvement purposes and to collect appropriate data for local, state, and federal program accountability purposes.

Recycle.--Although recycling is not specifically shown on the diagram of the model, most local administrators will find it necessary to repeat most, if not all, of these planning steps each year. In our rapidly changing technological society, needs must frequently be

reassessed and program goals and objectives redefined to reflect new conditions and new priorities.

APPENDIX B

PLANNING VOCATIONAL EDUCATION PROGRAMS

Guidelines for Local Planners

Characteristics of Planning

Planning should be continuous, evolving, and dynamic. If planning is conceived as a rigid, unswerving plotting of all future activities, it is doomed to failure at the outset. Planners must predict and project, based upon the most valid and comprehensive data available. Although the plan attempts to foresee the effects of indicated actions, allowances must be made for the variables and unknowns which will inevitably affect the anticipated outcomes.

Planning Model and Planning Components

The attached chart entitled "Vocational Education Planning Model" graphically depicts the steps involved in planning vocational education programs, services, and activities. The chart "Vocational Education Planning Components" provides a ready-reference summary of the various items which should be considered when the plan is developed. Data outlined on these charts are combined and expanded in the following narrative section.

Planning Sequence and Data Sources

1. Determine Human and Economic Needs of Area

   a. Consult 1970 Census Area School Population Studies and the Population Analysis Tables with demographic data, such as age levels, sex, and minority groups. The base data for this report should be available in reports entitled Summary Manpower Indicators for the state. Excerpts from the selected manpower indicators publication and other data sources are included with those guidelines in a package entitled "Population Needs Profile" with its supplements.

      *(A check is presently being run to confirm data catagory titles and availablility.)

   b. Consult the Employment Security publication, Annual Manpower Report, for data on unemployment, under-employment, under-utilized, welfare recipients, veterans needing manpower assistance, and similar examples of target groups. These reports are prepared for the state and larger labor market areas. Employment and unemployment data are included in Supplement II to the "Population Needs Profile."

c. (To be completed.) Obtain data indicating income levels arranged by family size and farm or non-farm categories. Data available for both counties and school districts. Poverty guidelines furnished by the U.S. Department of Labor are then applied against the low-income data to indicate the number and percentage of individuals below the poverty guidelines. "Pockets of poverty" can then be plotted on county or school district maps indicating those areas which might be eligible for special funding.

d. (To be completed.) Information resulting from a Needs Assessment survey will indicate area needs. Labor Demand and Labor Supply data should be available from the Manpower Division of the Department of Public Instruction. Labor Supply data encompass training output from public secondary and postsecondary institutions, private schools (including commercial training schools), and formal training conducted within business and industry.

e. Another "need" item to be considered is that of social adjustment. Such problems may overlap with other need areas such as minority groups, disadvantaged, handicapped, etc., or may represent a special problem area such as prison parolees or releasees, alcoholics, drug addicts, mentally retarded, mentally handicapped, epileptics, etc. Data are available from such public service agencies as Division of Vocational Rehabilitation and Department of Mental Health.

f. "Location" needs such as rural areas, urban areas, or areas faced with acute in-migration or out-migration create special planning problems. These needs may affect planning career awareness and exploratory activities as well as preparatory programs. Consult Indiana Department of Commerce publications or university studies for further data.

g. Statewide and area data involving dropouts and poor school achievers are available from the Indiana Department of Public Instruction.

2. Ascertain Current Resources

   a. Determine the current level of available funding as well as existing resources involving staff, time, facilities, and equipment.

   b. Determine the extent to which community resources (advisory committees, speakers from local business firms, field trips to business and industry) have been identified and are being utilized.

   c. Assess the effectiveness of existing programs through self-evaluation by needs assessment, team visits by outside experts, third-party evaluation, or cost-benefit analysis activities. Area and statewide data are currently available from the follow-up studies. More in-depth information will result from the long range follow-up study when it becomes statewide in application. Many schools conduct locally sponsored comprehensive follow-ups which may yield data.

3. Compare the Needs Profile with the Resource Inventory to Determine the Extent to Which Needs are Being Met.

4. Project Needed Additional Resources to Fulfill Unmet Needs.

5. Identify Several Possible Alternative (merging of resources, modifying or eliminating existing programs, creating new programs, etc.).

6. Identify Constraints

   a. Determine limitations of anticipated funding,

   b. Determine optimum capability of existing resources,

   c. Identify deficiencies in the availablility of data necessary for knowledgeable planning,

   d. Determine restraining effects of national or state legislation,

   e. Determine other legal restrictions,

   f. Identify political or special interest pressures with potential adverse effects to program planning and development,

   g. Identify local or state policies or practices which might inhibit planning, and

   h. Attempt to identify points of opposition or adverse public opinion.

7. Establish Objectives

   a. Choose the most feasible alternative(s).

   b. Develop short- and long-range measurable objectives.

8. Develop Short- and Long-Range Plan

   a. Describe the concept and philosophy of Vocational Education which will be the basis for all planning,

   b. Identify the functions involved in providing services designed to meet identified needs, e.g., instructional services in such areas as awareness, exploratory, preparatory, supplementary, etc.; then determine the programs necessary to carry out these functions,

   c. Determine which clusters, e.g., the fifteen U.S. Office of Education clusters, can most feasibly and realistically be offered for exploratory purposes and which occupational areas should be included in preparatory offerings,

   d. Review materials resulting from research and exemplary projects in Indiana and other states and adapt those ideas, methods, or techniques best suited to the unique needs-resources mix within each merged area,

   e. Identify responsibilities (administration, advisory committee, staff, students) for occupational analysis, proposal development, determining course content, etc.,

   f. Indicate activities which must be performed to achieve the objectives, and

   g. Identify timetable for performing the activities, and indicate implementation responsibilities.

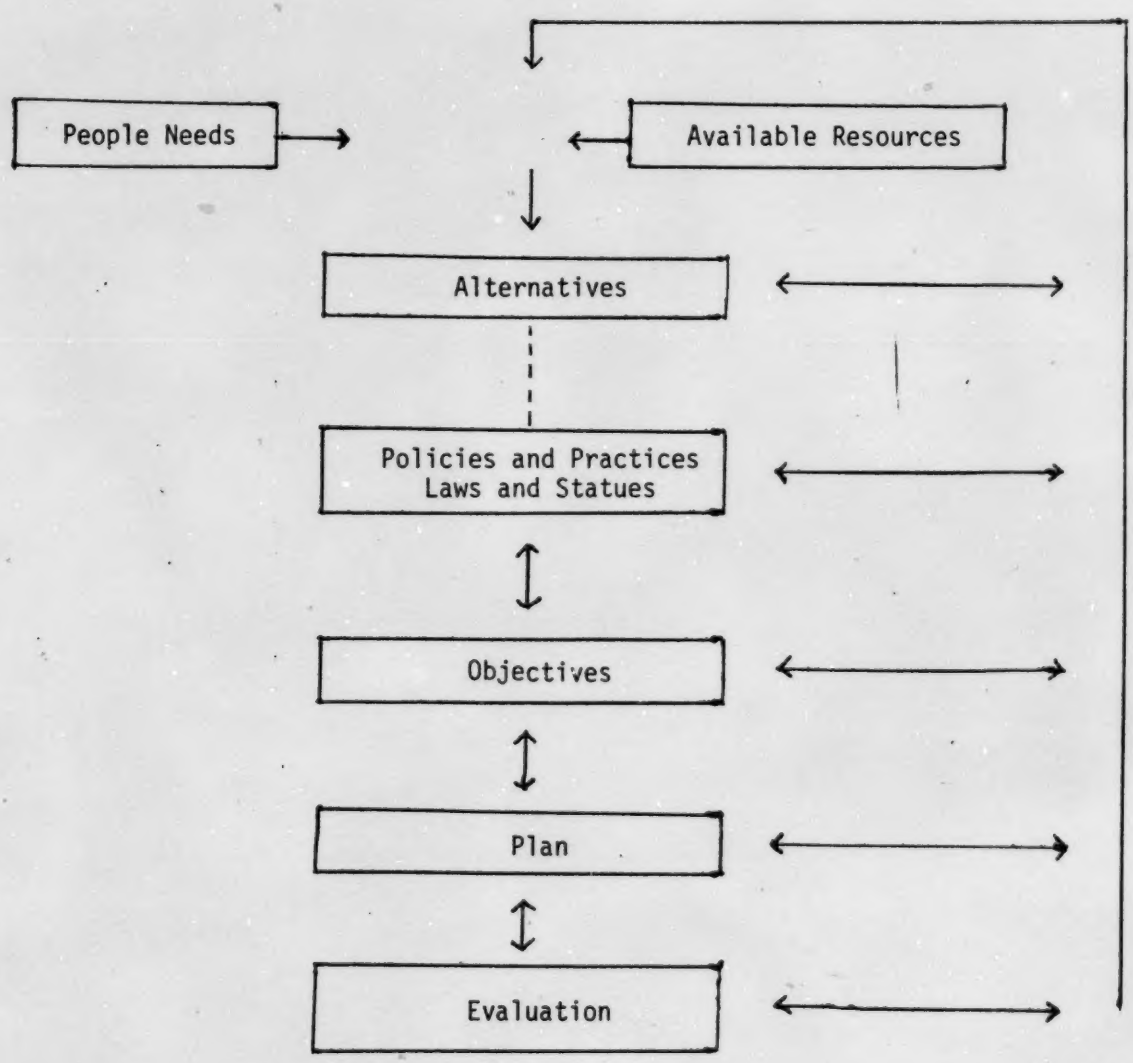
9. Develop a Comprehensive Evaluation System

   a. Provide for self-evaluation with optimum involvement of instructors, students, and the community, using needs assessment procedure,

   b. Request outside evaluation, and

   c. Provide for frequent feedback so that the planning system can be modified at the appropriate step in the sequence.

VOCATIONAL EDUCATION PLANNING MODEL



The overall planning diagram applies primarily to long-range, comprehensive planning. These components should be considered in any planning activity, but would normally not involve as extensive data-gathering and analysis.

The objectives-plan-evaluation cycle is continuous in any type of planning or operational effort.

VOCATIONAL EDUCATION PLANNING COMPONENTS

PEOPLE NEEDS DATA

Manpower Requirements
- Labor Demand
- Labor Supply
- Student Interests

Population Need Factors
- Age levels
- Sex
- Educational Levels
  - Elementary
  - Secondary
  - Postsecondary
  - Adult
- Minority Groups
- Veterans
- Welfare Recipients
- Handicapped
- Low School Achiever
- Economic Status
- Social Adjustment
- Dropouts
- Unemployed
- Underutilized
- Rural area
- Urban area
- Migration Trends

RESOURCES DATA

Staff Resources (public and private)
- Professional
- Support
- Administration and Supervision

Physical Resources (public and private)
- Facilities
- Equipment
- Materials

Time

Financial Resources

Programs, Services, Activities (current)

Staff Development (Pre-service, In-Service Training)

Community Resources
- Advisory Committees
- Community Support

DETERMINING PROGRAM EFFECTIVENESS

Evaluation (Needs Assessment Procedure)
Follow-up Studies
Cost Benefit Analysis

APPENDIX C

SAMPLE

PLANNING FACT SHEET

Regional facts:

Region 6 is composed of Madison, Delaware, Grant, Henry, Randolph, Jay, and Blackford counties(in order of population rank). The 1976 estimated population of Region 6 is 472,600 persons--virtually no change from the 1970 census. Grant County represents 83,600 persons--a 0.4% decrease (in general, the larger counties are showing slight decreases; the smaller counties, slight increases). Grant County represents 17.7% of the regional population.

Grant County Facts: (based on 1970 census data and 1976 updates where available)

a) 14th largest populated county in the state.

b) ranks 15th in population density in the state (199 Hoosiers per square mile compared to state average of 144 persons per square mile).

c) 62.2% of population live in incorporated communities of 2,500 or more.

d) 9.9% of population live on farms.

e) 27.9% of population live in rural areas under 2,500 persons, but not on farms.

f) the 20th most mobile county in the state (change of residency).

g) 59.5% of the population (33,000 persons) is over 16 years old and considered in the labor force.

h) females account for 38.5% of the labor force compared to 37.2% statewide.

i) 8.4% of all families in the county are headed by females.

j) white collar occupations--professional, managerial, sales and clerical--account for 36.0% of the labor force. Women occupied 50.8% of these positions.

k) 42.6% of the labor force are in manufacturing compared to 34.2% statewide. (One out of every 50 manufacturing workers in the state live in Grant County).

l) ranks 15th statewide in industrial manufacturing. This is significant because this sector is highly sensitive to changes in overall national economic activity.

m) ranks 54th among Indiana's 92 counties in percent of labor force in public sector (federal, state, and local government).

n) 64.8% of the work force works in the city of Marion.
23.2% of the work force works in the balance of Grant County.
1.2% of the work force works in Howard County.
1.0% of the work force works in Madison County.
0.9% of the work force works in Delaware County.
8.9% of the work force is distributed among other counties or not reported.

o) 6.8% of its work force commutes to other counties. (Lowest commuting rate in the seven-county region).

p) 10.9% of its workers commutes from other counties.

q) Of the employed labor force:
73.0% drive to work
12.4% were passengers in private automobiles
1.1% use mass transit
7.6% report walking to work
3.4% work at home
2.4% unspecified

r) 30.3% of the population enrolled in school compared with 29.6% statewide.

s) ranked 48th among Indiana's 92 counties in percent of population over age 24 who had completed four years of high school, but 17th in percent to have completed four years of college.

t) veterans represented 45.9% of the male population 16 years and older--7th ranking in the state.

u) 109 students (6.7%) enrolled in Ivy Tech at Marion currently compared to 11 (.008%) this time last year.

v) 123 students (8%) from Grant County enrolled in Ivy Tech-Region 6 compared to 36 (3%) this time last year.

w) 168 students from Grant County enrolled in Ivy Tech statewide compared to 90 a year ago--86.6% increase.

x) 81.3% of Region 6 Grant County enrollment attending at Marion.

The data is only intended to paint a generalized community picture. The primary value lies in its general comparability to the state and the trends this data will indicate when 1980 census data is compared against it. Data derived from material provided by agencies listed below:

Indiana State Employment Security Division, Division of Statistics
Indiana State Depart ment of Health
U. S. Department of Commerce
Region 6 Planning and Development Commission